



Lugoff Elementary

994 Ridgeway Road
Lugoff, South Carolina

Grades	K-5 Elementary School	
Enrollment	581 Students	
Principal	Melissa C. Lloyd	803-438-8000
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

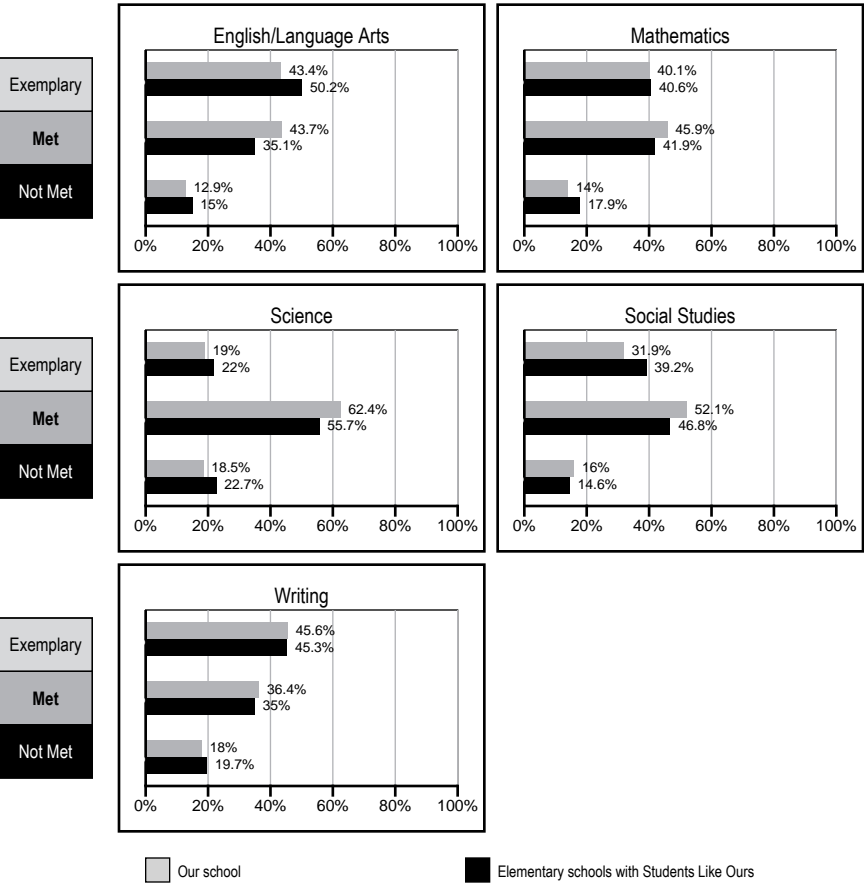
99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	21	8	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=581)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.2%	1.5%	1.9%
Attendance rate	95.9%	Down from 96.0%	96.7%	96.3%
Eligible for gifted and talented	25.4%	Down from 27.2%	17.4%	10.0%
With disabilities other than speech	6.2%	Down from 6.9%	7.7%	7.7%
Older than usual for grade	0.2%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Up from 63.9%	61.1%	59.4%
Continuing contract teachers	97.2%	Up from 91.7%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 93.4%	85.9%	85.9%
Teacher attendance rate	96.7%	Up from 94.2%	95.2%	95.1%
Average teacher salary*	\$49,160	Up 5.0%	\$47,927	\$47,149
Professional development days/teacher	8.6 days	Down from 10.2 days	10.2 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.7 to 1	20.0 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 87.6%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.3%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,871	Up 0.9%	\$6,632	\$7,458
Percent of expenditures for instruction**	72.3%	Down from 73.0%	70.5%	68.8%
Percent of expenditures for teacher salaries**	71.6%	Up from 71.0%	65.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

When you enter Lugoff Elementary, you enter a world for children. Driven by our school's motto, "A, B, C – All Because of Children," the decisions that we make have children's best interest at their core. This motto is what motivates and challenges us to excel academically because of our belief that each and every student can be successful with the aid of individualized and differentiated instruction. Lugoff Elementary is an award winning school that serves a growing population of 600+ students. This year, we were named a National Blue Ribbon Lighthouse School of Excellence. In addition, our principal and a fourth grade teacher were named Kershaw County's Principal and Teacher of the Year respectively. With a legacy of excellence and a history of high performance on state mandated tests, Lugoff Elementary's mission is to develop competent, confident, lifelong learners by creating a safe, child-centered environment. Our school and community work collaboratively to help students reach their maximum potential by providing a positive and nurturing learning environment. Opportunities are provided daily through a variety of learning strategies and integrated technology that engage our students in exciting and challenging activities. At Lugoff Elementary, the learning never ends! Melissa C. Lloyd, Principal; Heidi Craft, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	97	51
Percent satisfied with learning environment	94.9%	80.2%	90.0%
Percent satisfied with social and physical environment	92.3%	75.3%	92.0%
Percent satisfied with school-home relations	100.0%	85.6%	87.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	307	100	12.6	42.8	44.6	94.7	86.1	82.8	Yes	Yes
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Gender

Male	162	100	14	42	44	93.3	82.7	79.3	N/A	N/A
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Female	145	100	11.1	43.7	45.2	96.3	89.8	86.5	N/A	N/A
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Racial/Ethnic Group

White	225	100	10	38.9	51.2	96.2	89.7	89.5	Yes	Yes
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African American	68	100	21.7	56.7	21.7	88.3	78.3	73.7	Yes	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
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Disability Status

Disabled	39	100	30.6	44.4	25	80.6	55.3	52	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.3	75.1	I/S	I/S
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Socio-Economic Status

Subsided meals	108	100	24.2	51.5	24.2	87.9	79.5	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	307	100	13.7	45.3	41.1	93	81.7	78.9	Yes	Yes
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Gender

Male	162	100	14.7	40.7	44.7	92	79.6	77	N/A	N/A
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Female	145	100	12.6	50.4	37	94.1	84	80.9	N/A	N/A
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Racial/Ethnic Group

White	225	100	10.9	42.2	46.9	94.3	86.7	87.2	Yes	Yes
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African American	68	100	25	55	20	88.3	70.8	66.7	Yes	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	93	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.4	76	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
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Disability Status

Disabled	39	100	30.6	38.9	30.6	77.8	49	45.5	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73.6	76.1	I/S	I/S
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Socio-Economic Status

Subsided meals	108	100	24.2	49.5	26.3	86.9	73.5	70.2	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	201	100	18.2	61.5	20.3	81.8	70.6	67.5
Gender								
Male	102	100	15.5	58.8	25.8	84.5	69.1	67
Female	99	100	21.1	64.2	14.7	78.9	72.3	68
Racial/Ethnic Group								
White	146	100	15	62.1	22.9	85	77.5	79.5
African American	45	100	23.8	64.3	11.9	76.2	56.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	28	100	22.2	59.3	18.5	77.8	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsided meals	74	100	32.4	56.3	11.3	67.6	60.2	55.1

Social Studies

All Students	209	100	15.6	52.6	31.8	84.4	73.4	72.3
Gender								
Male	110	100	16.7	46.1	37.3	83.3	72.6	71.5
Female	99	100	14.4	60	25.6	85.6	74.3	73.2
Racial/Ethnic Group								
White	151	100	13.6	49.3	37.1	86.4	78.4	80.7
African American	50	100	22.7	59.1	18.2	77.3	62.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	29	100	23.1	57.7	19.2	76.9	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	76	100	17.4	66.7	15.9	82.6	64	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	312	97.1	17.4	36.7	45.9	82.6	75.7	70.2	95.9	95.7
Gender										
Male	164	95.1	21.7	41.3	37.1	78.3	69.1	63.2	95.9	95.5
Female	148	99.3	13	31.9	55.1	87	82.6	77.5	96	95.9
Racial/Ethnic Group										
White	229	97.4	13.4	34.4	52.2	86.6	80.9	79.1	95.9	95.5
African American	69	95.7	36.2	43.1	20.7	63.8	64	57.6	96	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	86.2	97.8	96.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.3	62.6	96.6	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	68.7	87	91.7
Disability Status										
Disabled	37	81.1	53.6	28.6	17.9	46.4	29.9	26.1	95.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	70.3	61.2	96.7	96.2
Socio-Economic Status										
Subsidized meals	112	96.4	33.3	42.4	24.2	66.7	64.8	58.9	95.6	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	10.8	30.1	59.1	89.2
	4	103	100	16.2	45.5	38.4	83.8
	5	100	100	10.8	52.7	36.6	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	104	100	12.9	32.3	54.8	87.1
	4	103	100	8.1	52.5	39.4	91.9
	5	100	100	20.4	50.5	29	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	30.6	42.9	26.5	69.4
	4	103	100	14.1	64.6	21.2	85.9
	5	46	100	13.6	75	11.4	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	52	100	11.4	50	38.6	88.6
	4	103	100	6.1	59.6	34.3	93.9
	5	54	100	38.8	40.8	20.4	61.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	106	97.2	9.9	29.7	60.4	90.1
	4	105	97.1	29.3	39.4	31.3	70.7
	5	101	97	12.1	40.7	47.3	87.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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